

LANGSTON CHARTER MIDDLE SCHOOL

212 Roper Mountain Rd
Greenville, South Carolina

Grades	6-8 Middle School	
Enrollment	307 Students	
Principal	Gregory Abel	864-286-9700
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Excellent
2009	Excellent	Good
2008	Good	At-Risk
2007	Good	Average
2006	Good	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

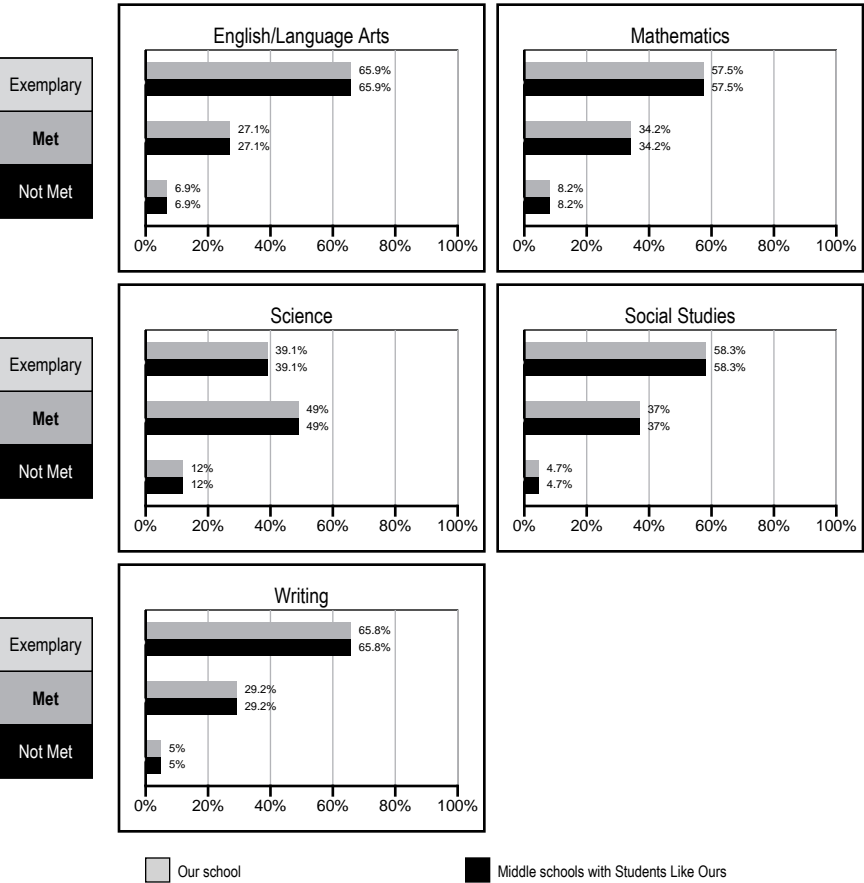
93.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	0	0	0	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	100.0%
English 1	100.0%	100.0%
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	100.0%	100.0%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=307)				
Students enrolled in high school credit courses (grades 7 & 8)	65.6%	Up from 43.7%	65.6%	24.2%
Retention rate	0.0%	No Change	0.0%	0.7%
Attendance rate	97.3%	Down from 97.6%	97.3%	95.9%
Eligible for gifted and talented	34.1%	Up from 31.7%	34.1%	16.4%
With disabilities other than speech	1.0%	Down from 1.1%	1.0%	12.0%
Older than usual for grade	0.0%	No Change	0.0%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=20)				
Teachers with advanced degrees	70.0%	Up from 65.0%	70.0%	58.5%
Continuing contract teachers	30.0%	No Change	30.0%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	4.0%
Teachers returning from previous year	90.5%	N/A	90.5%	84.6%
Teacher attendance rate	98.4%	Up from 97.7%	98.4%	95.4%
Average teacher salary*	\$42,682	Down 1.1%	\$42,682	\$46,561
Professional development days/teacher	9.1 days	Down from 9.4 days	9.1 days	10.2 days
School				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	25.6 to 1	Up from 23.8 to 1	25.6 to 1	21.1 to 1
Prime instructional time	95.6%	Up from 94.9%	95.6%	90.4%
Opportunities in the arts	Poor	No Change	Poor	Good
SACS accreditation	No	No Change	No	Yes
Parents attending conferences	100.0%	No Change	100.0%	98.1%
Character development program	Average	No Change	Average	Good
Dollars spent per pupil**	\$5,025	Up 5.4%	\$5,025	\$7,802
Percent of expenditures for instruction**	73.0%	Up from 65.0%	73.0%	63.8%
Percent of expenditures for teacher salaries**	69.0%	Up from 60.1%	69.0%	60.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The mission of Langston Charter Middle School is to enrich and empower sixth, seventh, and eighth graders with personal responsibility and compassion for their community through single gender classes and innovative teacher, parent, and community collaborative learning. Langston Charter Middle School expects parental involvement in their child's academic, emotional, and social development.

The school is named after a courageous young girl, Laodicea "Dacey" Langston, who, during the Revolutionary War, risked her life on several occasions in our country's fight for freedom. Her selfless acts and willingness to be involved exemplify the character traits that must exist in people if their community is to be a place of quality. Building on the legacy of people like Dacey Langston, our school encourages academic excellence in students while instilling the values of personal responsibility and accountability.

Langston Charter Middle School opened on August 22, 2005. Standards for AYP were met in 2006, 2007, 2008, and 2009. Since our second year, we have had full enrollment with a waiting list. During the 09-10 school year, our 310 students contributed thousands of hours of service to many local organizations and activities. Students in all grades sharpened their leadership skills and won awards at the 2009 YMCA Youth in Government Conference in Columbia. Students were recognized for their performance at the 2010 YMCA Model UN Conference.

Parent and community support continues to be outstanding. Well over 5000 volunteer hours were logged by parents at school or school-sponsored events. Local business leaders taught Junior Achievement lessons and speakers, such as author Theo Caldwell, Rep. Bob Inglis, and other political candidates met with our students and parents as part of our Leadership Speakers Series. Our parents consistently model leadership as they serve on our Board and contribute their energy to school projects.

Our teachers regularly attend professional development conferences focused on single gender education and continuous school improvement. Faculty members frequently present at conferences, sharing teaching strategies as well as the results of their research into the effectiveness of single gender instruction. An interdisciplinary team of teachers is engaged in a study of adolescent literacy strategies and is working with the faculty to improve reading comprehension across the curriculum. As a recipient of a Charter School Dissemination Grant, we are producing single gender instructional guides for distribution to schools throughout the state.

We strive to challenge all students at the highest possible academic level. 141 students earned high school credit for one or more of the following courses: Algebra I Honors, Geometry I Honors, English I Honors, and Spanish I. One hundred percent of our students in Algebra I and English I passed the state EOC exams.

Our 10-11 enrollment will exceed 380 students as we begin the year in our new facility that will become our permanent home. Our vision is that Langston will be a replicable model for academic excellence, community service, and responsible leadership.
Gregory Abel, Principal Brett Pyle, Board Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	20	126	93
Percent satisfied with learning environment	100.0%	77.0%	91.2%
Percent satisfied with social and physical environment	100.0%	77.8%	93.5%
Percent satisfied with school-home relations	100.0%	87.3%	89.0%

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress

YES

This school met 9 out of 9 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.8%	0.0%	No
Student attendance rate	97.3%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	303	100	7.4	29.6	63	97.3	84.7	83.5	Yes	Yes
Gender										
Male	144	100	7.6	36.1	56.3	95.1	81.3	80.1	N/A	N/A
Female	159	100	7.2	23.5	69.3	99.3	88.3	87	N/A	N/A
Racial/Ethnic Group										
White	267	100	6.9	28	65.1	97.7	90	89.6	Yes	Yes
African American	19	100	15.8	52.6	31.6	89.5	73.4	74.6	I/S	I/S
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	94.3	92.7	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	78.4	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	89.7	85.1	I/S	I/S
Disability Status										
Disabled	3	I/S	I/S	I/S	I/S	I/S	53.3	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	78.7	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	0	N/A	N/A	N/A	N/A	N/A	76.1	76.9	I/S	I/S

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	303	100	9.8	38.7	51.5	95.6	82	80.4	Yes	Yes
Gender										
Male	144	100	9	38.9	52.1	95.1	80.5	78.4	N/A	N/A
Female	159	100	10.5	38.6	51	96.1	83.5	82.5	N/A	N/A
Racial/Ethnic Group										
White	267	100	8.4	39.1	52.5	96.6	87.7	87.8	Yes	Yes
African American	19	100	21.1	52.6	26.3	89.5	68.4	69.3	I/S	I/S
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	94.9	93.5	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	78.3	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	79.5	83.2	I/S	I/S
Disability Status										
Disabled	3	I/S	I/S	I/S	I/S	I/S	46.1	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	79.2	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	0	N/A	N/A	N/A	N/A	N/A	72.9	72.8	I/S	I/S

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	196	100	12	49	39.1	88	70.6	67.3
Gender								
Male	91	100	12.1	50.5	37.4	87.9	70.1	66.9
Female	105	100	11.9	47.5	40.6	88.1	71.1	67.7
Racial/Ethnic Group								
White	171	100	10.8	50.3	38.9	89.2	80.2	79.6
African American	11	100	45.5	36.4	18.2	54.5	50.4	49.7
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	86.4	84.4
Hispanic	4	I/S	I/S	I/S	I/S	I/S	60.1	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	76.3	69.5
Disability Status								
Disabled	2	I/S	I/S	I/S	I/S	I/S	33.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	60.6	58.6
Socio-Economic Status								
Subsidized meals	0	N/A	N/A	N/A	N/A	N/A	57.1	55.4

Social Studies

All Students	196	100	4.7	37	58.3	95.3	73.2	70.9
Gender								
Male	96	100	4.2	32.3	63.5	95.8	72.8	70.1
Female	100	100	5.2	41.7	53.1	94.8	73.7	71.7
Racial/Ethnic Group								
White	175	100	5.3	37.4	57.3	94.7	79.8	79.2
African American	11	100	N/A	N/A	N/A	100	57.9	58.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	86.9	86.8
Hispanic	1	I/S	I/S	I/S	I/S	I/S	67.8	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	69.8	71.2
Disability Status								
Disabled	3	I/S	I/S	I/S	I/S	I/S	40	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	69	68
Socio-Economic Status								
Subsidized meals	0	N/A	N/A	N/A	N/A	N/A	61.6	60.8

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	304	100	5	29.2	65.8	95	74	72.1	97.3	96.2
Gender										
Male	145	100	9	33.1	57.9	91	67.2	65.2	97.4	96.2
Female	159	100	1.3	25.5	73.2	98.7	81.1	79.2	97.3	96.3
Racial/Ethnic Group										
White	268	100	4.2	30.2	65.6	95.8	81.6	80.8	97.3	96.1
African American	19	100	15.8	26.3	57.9	84.2	58.6	59.7	98.1	96.2
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	88.8	87	98.6	97.5
Hispanic	4	I/S	I/S	I/S	I/S	I/S	63.1	64.6	93.5	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	74.7	73.4	N/A	94.8
Disability Status										
Disabled	3	I/S	I/S	I/S	I/S	I/S	29.5	27.7	93.2	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.6
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	62.9	63.7	91.2	97
Socio-Economic Status										
Subsidized meals	N/A	N/AV	N/A	N/A	N/A	N/A	61.1	61.9	N/A	95.6

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	84	100	7.1	28.6	64.3	92.9
	7	125	100	12	29.6	58.4	88
	8	70	100	5.7	37.1	57.1	94.3
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	86	100	2.4	31.7	65.9	97.6
	7	89	100	6.9	26.4	66.7	93.1
	8	128	100	10.9	30.5	58.6	89.1
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	84	100	7.1	42.9	50	92.9
	7	125	100	13.6	44.8	41.6	86.4
	8	70	100	10	48.6	41.4	90
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	86	100	6.1	41.5	52.4	93.9
	7	89	100	10.3	29.9	59.8	89.7
	8	128	100	11.7	43	45.3	88.3
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	42	100	14.3	50	35.7	85.7
	7	125	100	9.6	64.8	25.6	90.4
	8	35	100	14.3	57.1	28.6	85.7
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	43	100	17.1	68.3	14.6	82.9
	7	89	100	8	49.4	42.5	92
	8	64	100	14.1	35.9	50	85.9

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	42	100	4.8	59.5	35.7	95.2
	7	125	100	15.2	29.6	55.2	84.8
	8	35	100	8.6	22.9	68.6	91.4
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	43	100	N/A	N/A	N/A	100
	7	89	100	8	33.3	58.6	92
	8	64	100	3.1	39.1	57.8	96.9
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	84	100	N/AV	N/AV	N/AV	100
	7	125	100	8	42.4	49.6	92
	8	70	100	7.1	31.4	61.4	92.9
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	87	100	6	33.7	60.2	94
	7	89	100	5.7	26.4	67.8	94.3
	8	128	100	3.9	28.1	68	96.1

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